

*career profile*  
**INVENTORY**

---



Enlighten.  
Encourage.  
Enable.

---

3435 Ocean Park Blvd, Suite 214  
Santa Monica, CA 90405

Phone: (310) 452-5130  
Fax: (310) 295-1059  
<http://www.envisialearning.com>

© 2006 Envisia Learning  
All rights reserved.

# Table of Contents

CHAPTER 1 INTRODUCTION	2
CHAPTER 2 CHANGING CAREER PARADIGMS	3
CHAPTER 3 DEVELOPMENT OF THE CPI	16
CHAPTER 4 ADMINISTRATION OF THE CPI	25
CHAPTER 5 SCORING & INTERPRETATION	27
CHAPTER 6 USING THE CPI	35
REFERENCES	41

"When you come to the fork in the road, take it."

Yogi Berra

## Introduction

The **Career Profile Inventory** is a brief self-scored instrument suitable for employees at all levels of the organization. This theory-based career assessment instrument provides targeted feedback in three different areas, providing a complete profile of an employee's career stage, interests, motivational anchors, job/career path preferences, and political style. The **Career Profile Inventory** scales include:

- **Career Stage** (Entry, Development, Balanced/Plateau, Trapped/Exploration)
- **Career Path Preference** (Managerial, Specialist, Generalist, Entrepreneurial)
- **Political Style Orientation** (Promoter, Strategist, Team Player, Independent Player)

Respondents react to twenty questions, each with four choices. Rankings are made for the respondent's current situation ("The Way it is Now") and compared to the way they would like it to be ("The Way I'd Prefer it to Be"). Administration and scoring takes approximately 20-30 minutes. The **Career Profile Inventory** is an ideal assessment tool to be used for career counseling, educational resource centers, outplacement, employee development, performance evaluation, succession planning, and management training programs. The **Career Profile Inventory** also includes an action plan worksheet to support specific career and professional development goals.

Potential Uses of the **Career Profile Inventory** include:

- Career Counseling
- Executive/Management Coaching
- Supervisory Training
- Management Development
- Career Resource Centers
- Assessment Centers
- Outplacement

“The illiterate of the future are not those who cannot read or write, but those who cannot learn, unlearn and relearn” Alvin Toffler

## Changing Career Paradigms

Future career trends beyond the year 2000 suggest that more women are working, diversity in the workforce is increasing, the population as a whole is aging, individuals with disabilities are being employed more frequently, literacy and basic skills of new employees are declining, technology is advancing in every field, and employee needs, motivations, and values have dramatically shifted. Just as the nature of the workforce is changing, so, too, are organizations.

Several notable trends are currently shaping the nature and future of organizations themselves. Some of these include: 1) Continuation of mergers and acquisitions; 2) Continuing business failures and restructuring; 3) Global marketplace competition; 4) Expanding service and communications sector; and 5) Expansion of small businesses and employment opportunities.

As a result of the future workforce projections and the changes effecting organizations, the nature of both jobs and careers have dramatically shifted. The old career models and theories adequately prescribed what organizations should do in order to recruit, select, training, develop, and lead employees operating under the old paradigms. However, these old human resources systems are clearly inadequate for today's organization and the future changes that lie ahead. Both individuals and organizations need to reengineer their career models, approaches and systems to remain competitive. These trends are resulting in a new psychological contract at work with tremendous changes from the “old” paradigms to “new” paradigms. Each will briefly be discussed.

### OLD PARADIGMS

Job Security  
 Upward Career Paths  
 Job/Person Fit  
 Organizational Loyalty  
 Career Success  
 Academic Degree  
 Full-Time Employment  
 Retirement  
 Promotion tenure based  
 Change of jobs based on fear

### NEW PARADIGMS

Employability Security  
 Alternative Career Paths  
 Person/Organization Fit  
 Job/Task Loyalty  
 Work/Family Balance  
 Continuous Relearning  
 Contract Employment  
 Career Sabbaticals  
 Promotion performance based  
 Change of jobs based on growth

## 1. THE SHIFT FROM JOB SECURITY TO EMPLOYABILITY SECURITY

The older psychological contract between employer and employee of lifelong employment has long been shattered. However, many employees in the workforce, despite their tenure, still erroneously believe that employers will take responsibility for their careers and provide job security right into retirement age. Needless to say, these employees are most likely to cope adversely to downsizing and organizational restructuring efforts currently taking place. To these employees, the organization has not fulfilled their career expectations unless job security is guaranteed.

With continued business failures, mergers, acquisitions, restructuring efforts, and increased global competition, lifelong employment, as we have known it, is increasingly a way of the past. Financially, many businesses don't know if they will be around tomorrow let alone insure that employees will be working for them in the future. Since the one constant in business today is change, a major paradigm shift in careering is that of employability security, rather than, job security.

No longer can employees expect any organization to provide a job, or a career, with certainty for any length of time. As a result, employees must begin to come to grips with the reality of today's global marketplace that creates turbulence, uncertainty, and rapid change. As a result, remaining in place within an organization for any length of time might actually increase the likelihood that employees will not remain competitive in a changing job market. Only those employees, who are committed to continuous learning, and relearning, will remain in a position to take advantage of organizations as they change and adapt to both internal and external pressures in the marketplace. Successful employees must develop a growing portfolio of skills that are exportable across diverse industries and organizational cultures.

These skills must constantly be refined and broadened to be of use to organizations of the future. The goal of successful employees under the new career paradigm will be to develop a portfolio of skills to insure that they are marketable, competitive, and essentially employable for the future. Successful careerists will need to:

- Identify transferable skills, knowledge, and abilities
- Clarify their work/family-related interests, values, and passions
- Seek volunteer experiences to develop new skills and contacts
- Expand competitive skills and knowledge through continuous education, training, and re-training
- Develop and implement realistic financial plans for the future
- Develop core entrepreneurial, team leadership, computer and consulting skills
- Utilize creative short-term solutions to specific life stages and career challenges (e.g., consulting, part-time employment)



## 2. THE SHIFT FROM UPWARD CAREER PATHS TO ALTERNATIVE CAREER PATHS

Although some have long argued that "up is not the only way," longitudinal growth within organizations still remains an icon and symbol of American success and achievement in most organizations. Although not as many women and minorities have been able to penetrate the "glass ceiling," there continues to be increased competition for scarce high-level organizational positions as diversity in the workforce increases.

For example, in 1987, one person in 20 was promoted into top management; in 2001, that ratio is expected to be one in 50. The traditional career paradigm of upward mobility as an incentive to motivation most likely will be threatened by these odds, creating a need to consider alternative ways to keep employees committed, invested, and productive.

Each employee who enters the workforce possesses different levels of skills, interests, values, and experiences. Each seeks different rewards and wants to be recognized in diverse ways. However, most organizational reward and benefit systems today continue to be targeted only to longitudinal (management) career paths. Some organizations have experimented with career pathing systems that recognize that some employees prefer to remain as technical specialists or "independent contributors." Others have seen the merit of a "project or program management" career path as another alternative. In general, organizations need to recognize and reward people differently and to insure that multiple career paths are sanctioned.

Based on the existing career management literature, there are at least four distinct career path preferences should be identified and rewarded. These four career path preferences include 1) Managerial; 2) Generalist; 3) Specialist; and 4) Entrepreneurial. Each career path preference defines the underlying interests, values, motives, anchors, and rewards that employees are seeking that shape movement within and outside organizations over time. The **Career Profile Inventory** provides an assessment of each of these four career paths.

### MANAGERIAL CAREER PATH

This career path preference is best characterized by those interested in moving vertically up the organizational ladder with increasing responsibility, power and authority. These individuals typically move to the top of an organizational hierarchy and career ladder over time. Typical career anchors and motives of these individuals include power, influence, leadership, and control, task accomplishment, status, managerial competence and directing others. Appropriate organizational rewards for these individuals might include: upward mobility, promotion, special perks, titles and organizational symbols of success (e.g., stock options, management incentive programs, interest free loans, health club membership, etc.).

### GENERALIST CAREER PATH

This career path preference is best described by those who gradually change jobs and career over time (every two to three years) but utilize the foundation of previously acquired skills, knowledge and abilities. These individuals generally move laterally within the organization increasing their breadth of knowledge, responsibilities, and experience along the way. These careerists are challenged by continuous professional and personal growth, need for variety, and developmental opportunities. As such, these individuals become true generalists acquiring broad-based knowledge and experience over time. Although their career path looks somewhat similar to those that are longitudinal, the motives, interests, and rewards that these individuals are seeking are quite different.

Typical career anchors and motives of these individuals include: professional growth and personal development, learning, coaching, developing others and innovation. Appropriate organizational rewards for these individuals might include cross training, job rotation, project management, tuition and educational reimbursement and coaching and mentorship assignments.

### SPECIALIST CAREER PATH PREFERENCE

This career path preference is best characterized by those interested in remaining in one career field or profession for much of their working life. Along the way, these specialists are able to highly refine their technical knowledge, skills and abilities. These individuals are less interested in moving up as they are in becoming competent and having autonomy to do things their way.

At least two distinct types of specialists most likely exist within most organizations. The first, professional specialists utilize some defined body of professional knowledge, discipline, or expertise area within their careers for most of their adult working lives (e.g., nurse, engineer, HRD specialist, and lawyer). These individuals continually refine their technical knowledge and skills within a defined craft or professional practice area.

Unlike the professional specialists who are devoted to their specific career field, the occupational specialist remains in one major field for most of their working career life primarily out of economic necessity. These individuals typically do not share a passion and love for their work activities. Instead, they tend to show strong allegiance to one organization or professional practice area that can provide economic security and certainty. Some occupational specialists may be single parents or divorced individuals who have a high aversion to career change and risk taking.

Typical career anchors and motives of these individuals include: technical/functional competence, expertise, skill mastery, service to others, independence, affiliation and security. Appropriate

organizational rewards for these individuals might include: job enrichment, continuing education, membership in professional organizations, recognition, motivational programs, organizational benefits, sabbaticals, tenure and job security.

### ENTREPRENEURIAL CAREER PATH PREFERENCE

Those interested in rapid job and career change best characterize this career path preference over short periods of time. These individuals enjoy working on diverse projects, tasks, assignments, and business ventures with measurable and visible outcomes. Individuals with dynamic career path preferences tend to change occupations and job very frequently (every 2 to three years) without necessarily utilizing preexisting knowledge, skills, or experiences. These individuals tend to be highly entrepreneurial in their approach to the world of work. As such, these careerists are prone to start, acquire, or develop new businesses and to take prudent risks in the world of work.

Typical career anchors and motives of these individuals include: entrepreneurship, autonomy, variety, risk, challenge, change, freedom from organizational constraints, flexibility, creativity and diversity. Appropriate organizational rewards for these individuals might include: flexible schedules, short-term projects, independent contracts, consulting assignments, start-up operations, job sharing and bonuses.

### **3. THE SHIFT FROM JOB/PERSON FIT TO PERSON/ORGANIZATION FIT**

Organizations have generally attempted to maximize the "fit" between an individual's skills, experiences, knowledge, abilities, and a particular job in question. Selection procedures have typically been based on a careful analysis of job requirements culminating in specific knowledge, skills, and abilities (KSAs), competencies, or dimensions. In sophisticated personnel testing and selection systems, individuals are then assessed against these job relevant KSAs to determine the degree of congruence or incongruence.

However, as technology and organizations rapidly change, it becomes increasingly more difficult to match specific individual attributes with jobs that need to be restructured or modified. A new career paradigm is emerging, that of matching individuals to the unique cultures and the underlying values of the organization. This "person-organization" fit is slowly replacing the "job-person" fit in personnel testing and selection.

Today it is most important to identify employees that express similar values espoused and modeled within an organization. Selecting employees that merely meet specific job requirements may not be enough to allow organizations to succeed in the changing and competitive marketplace of the future. Compatibility of individual and organizational values may be more important in the long run to organizational morale, productivity, and quality of working life than selecting employees solely based on specific knowledge or skills required to do a specific task.

Skills, interests, and values are all associated with different things in the world of work. In general, skills are most strongly associated with objective measures of job performance, interests are most predictive of job satisfaction, and employee values tend to be more strongly associated with organizational measures of commitment and tenure. On the other hand, interests and values are consistently weak predictors of performance and achievement. This is why happy workers may or may not be necessarily high performers, but unhappy workers will rarely remain long in any one job, career, or organization.

This change in career paradigm from "job-person fit" to "person-organization fit" suggests that organizations should pay more attention to the underlying interests and values of employees that are compatible with those espoused and reinforced within the organization. Even in turbulent times, employees that are committed to the values of an organization are willing to make the sacrifices and tolerate the changes that allow organizations to emerge more competitive and efficient.

#### **4. THE SHIFT FROM ORGANIZATIONAL LOYALTY TO JOB/TASK LOYALTY**

Another major career paradigm shift involves a dramatic employee value shift around organizational loyalty and commitment. Employees today expect different things from organizations than those in the past and are willing to remain with their organizations only if they perceive a reciprocity in job security, meaningfulness in work, professional development, sense of accomplishment, and contribution. In today's uncertain competitive global marketplace, employees' loyalty to an organization has shifted to the tasks, assignments, and projects they are involved in.

With record mergers, acquisitions, increased global competition, constant restructuring, downsizing, and reorganizations, it is no wonder that employees have modified their own expectations of the age old psychological contract that bonded them to organizations for most of their working life. Instead, today's employees are seeking a say in how they do their work, input into decision making, and meaning in the work they are performing. As a result, employees are more "married" to the work itself than to the organizations that provide for their opportunities to contribute.

In general, employees today are more interested in the type of work they are involved in, the satisfaction that specific duties and responsibilities provide, and having a sense of pride in participating and contributing to meaningful outcomes than ever before. Passion for excellence and fulfillment in a job well done is more important than the reputation and prestige of the organization they are part of. This paradigm shift may be even more important in light of current projections that 85% of the workforce beyond the year 2000 will work for firms employing fewer than 200 people.

Companies today face a real challenge of maintaining a motivated and committed workforce. Employees today face the challenge of insuring that they can be employable and that the work that they do provides intrinsic motivation and satisfaction. A major implication of this career paradigm shift is that in order to remain competitive, organizations must do a better job of creating and marketing what employees can do with respect to tasks, assignments, and developmental opportunities, rather than, what the company stands for in terms of its external reputation. Under the old career paradigm of organizational loyalty, working with certain companies implied prestige, credibility, and status. Today, some of the same companies touted for their "excellence" not so long ago, are struggling to survive and are unable to guarantee the job security, growth, and development for employees as they have in the past.

#### **5. THE SHIFT FROM WORKAHOLIC CAREER SUCCESS TO WORK/FAMILY BALANCE**

Another changing career paradigm shift has to do with a basic change in values around definitions of work and life success (Figure 1). Achievement and success used to be defined, more commonly than not, in terms of upward mobility, organizational accomplishments, and personal sacrifice. Often this personal sacrifice would result in disruptions in family life, personal choices, and individual commitments. Identity, self-worth, and self-image was integrally tied to how fast one advanced within an organization or how frequent an individual improved his/her financial status by making strategic movements either inside or outside of the organization.

Today, work is frequently seen as only a small part of one's identity for most employees. Additionally, the growing prevalence of dual career couples and single parents creates additional pressures for today's employees. External interests, family, community involvement, religion, and volunteer causes also provide experiences for individuals to grow and develop both personally and professionally outside the job. Hard work and conscientiousness has not been abandoned, but sacrifice for the organization that results in adverse family and personal relationships is clearly not acceptable to the majority of today's employees. Relocations, special assignments, overtime, extensive travel, and even promotions may not be received with the acceptance and tolerance of yesterday's employees. In general, people are seeking more meaningful work experiences, as well as more involvement in decisions pertaining to themselves. Compared to past generations, workers today hold a perception of entitlement to having meaning and involvement in all aspects of their work.

In some of our own research, we are seeing an interesting shift in values away from the traditional definitions of career success and a greater emphasis on personal values, balance, quality of family life, and self-fulfillment. Younger employees, both chronologically and professionally, are endorsing and striving for greater work/family balance than ever before. Work, for some, is merely a means to an end. Success is defined more personally and is often characterized in terms of individual goals, rather than, organizational indices of achievement. Furthermore, companies are expecting more of all employees and the number of hours worked in the U.S. has steadily increased over the last decade. For example:

- A fairly recent Harris poll found that the average workweek in the United States increased to 46.8 hours in 1997 from 40.6 hours in 1973
- During the same period, leisure activity and time decreased to 16.2 hours/week from 26.2 hours/week
- Professional working adults work an average of 52.2 hours/week and small business owners work an average of 57.3 hours/week

This career paradigm shift has actually preceded the large expected influx of women, particularly those with children, into the workforce anticipated by the Workforce 2000 projections. Just as women accounted for approximately 60% of the total growth in the U.S. workforce between 1970 and 1985, women are expected to make up a similar percentage of entry-level workers between 2000 and 2010. With the increase of dual wage earners and single-parent families, concern is growing with balancing the demands of work and family settings.

- In a recent poll by Reston, Virginia based online jobline TrueCareers, more than 70% of workers do not think there is a healthy balance between work and their personal lives. More than 50% of the 1,626 respondents reported they are exploring new career opportunities because of the inability to manage both work and family stressors
- In a comparative survey by Atlanta-based staffing firm Randstad NorthAmerica, in the year 2000, 54% rated family the most important priority compared to almost 70% in 2002. No doubt that companies considering cutting work/family friendly programs and services to cut costs (e.g., flexible scheduling, child care, job sharing, telecommuting) could have trouble keeping employees when jobs become more plentiful. The work/family balance struggle can leave us literally physically and mentally exhausted
- At the same time that work is becoming more homelike in some ways, the home is becoming invaded by work. According to a Family and Work Institute study conducted in 2000, over 16% of employees bring work home at least once a week—up from 6% in 1977

The United States, unlike other countries, does not have a consistent set of family related policies and procedures. For example, more than 60 countries, including most of the industrial ones, provide direct childcare assistance (generally equivalent to 5% to 10% of the average wage per child). A large number of countries also provide both parents generous time off when they have new children. The presence of dual-career couples in the workforce also creates additional demands that many organizations are unable to accommodate. For example, companies must consider "joint career management" when considering relocating their employees. Consideration for spousal employment opportunities is becoming more common in most relocation planning packages. As such, private and public sector organizations alike are experimenting with novel solutions to resolving work-family challenges, issues, and problems.

## **6. THE SHIFT FROM ACADEMIC DEGREE TO CONTINUOUS RELEARNING**

In physics, there is a concept called "half-life" that represents the length of time it takes for half of any number of unstable particles to disintegrate and no longer exist. Today, it is clear that we are seeing an acceleration of increased technology in the world of work (e.g., Internet, e-commerce). Some of these technological developments include programmable robots, various forms of computer assisted design and manufacturing, artificial intelligence, virtual reality, and multifunctional machines that will manipulate materials, integrated informational systems. These innovations will result in a "technological half-life" that requires continuous learning and relearning on the part of today's employees. In any case, increases in technology require a highly trained workforce to design and operate these systems. Demographic projections suggest that there will be relatively fewer such persons entering the workforce in the years 2000 and beyond.

To cope with these "technological half-life" employees must be open to constant learning, training, and education in order to remain competitive in the future. No longer will single or multiple academic degrees be enough to insure that employees possess the necessary and required knowledge and skills to do a job. In fact, to be competitive in tomorrow's workforce, an academic degree will probably be less useful than advanced certificate programs, intensive self-paced learning programs and extensive continuing education and relearning programs. Organizations will offer more performance based training geared to specific productivity and improvement goals and less training for career development. Basic skills (reading, computers, writing, speaking/communication, math) will increasingly become emphasized within organizations having the greatest impact on semiskilled and unskilled jobs, sectors of the workforce in which job loss is likely to be significant.

New jobs that are created will undoubtedly require more formal education and a higher degree of skills than those that are becoming obsolete. These trends emphasize the critical importance of continuous learning and retraining for new occupations for all individuals and particularly for minority groups.

This career paradigm shift suggests that employees of tomorrow will be more concerned with the acquisition of specific knowledge and skills, rather than, academic degrees that lack relevance to the world of work, are too general, or result in significant relearning as soon as the individual graduates. As a result, we might expect high schools and colleges to redesign and emphasize more basic and life management skills, rather than the traditional pedagogical topics that have tended to produce high levels of functional literacy in the workforce. The point is that with the career paradigm shift away from degrees and towards continuous learning and relearning, employees must better emphasize what they do well and continue to enhance their knowledge and skills. Employees should be encouraged to fully develop in their areas of competence in both traditional and non-traditional ways.

## **7. THE SHIFT FROM FULL-TIME EMPLOYMENT TO PAY FOR SERVICE/CONTRACT EMPLOYMENT**

Another major career paradigm shift involves the greater use of part-time, contract, and project based staffing in organizations. This shift allows organizations to contain costs, mobilize highly skilled employees around specific tasks, minimize the disruptive emotional nature of terminations and downsizing processes, and facilitate a movement toward use of autonomous team management systems. Whether utilizing external consultants, senior job banks of skilled retirees, or firms specializing in leased or temporary workers, organizations today are increasingly replacing full-time with part-time employees. Despite an increasing trend for the use of part-time workers, there remain too few opportunities for individuals seeking this type of career option. For example:

Approximately 20 million in the U.S. are part-time, contract, or temporary workers

- Most part-time jobs are at, or slightly above, the minimum wage
- Only one-quarter of these employees who work part-time are interested in full-time employment
- Two-thirds of all part-time employees are female
- Two-thirds of all men who are part-time employees are between the ages of 16-25 and 65 or older
- Only 16% of all part-time employees are covered by employer medical benefits

Retired individuals, older employees, re-entry women, and those first entering the workforce may be most adversely affected by the lack of benefits that accompany most part-time jobs in most organizations at this time. To make matters worse, evidence of continued discrimination toward older workers continues despite attempts to improve negative attitudes that persist. Research suggests that older employees are generally seen as loyal, dedicated, and conscientious, but negative perceptions typically revolve around their unwillingness to relocate, retrain, being inflexible, not readily adaptable to new and changing technologies at work, and having a diminished energy level. Although current research consistently shows that age is typically unrelated to diverse measures of performance outcomes, much bias against older workers still exists.

Workforce 2000 trends also suggest that the largest new entrants into the workforce will be women, minority group members, immigrants, and those in the lowest socioeconomic group. These groups might be the most competitive in the future for both full- and part-time work. But until organizations are willing to provide health benefits and developmental opportunities for those in part-time positions, the economic security and future of these new workers looks rather bleak. However, the irony is that both organizations, and today's employees, are looking for alternative career options that include part-time employment but for very different, and sometimes, competing reasons.

## **8. THE SHIFT FROM TRADITIONAL RETIREMENT TO CAREER SABBATICALS**

Age-based mandatory retirement was prohibited in 1986 but current trends indicate that the workforce is actually younger now, rather than older, than it was 1960's. Although some recent opinion polls indicate that

there is employee interest in retiring later in life, the trend toward early retirement is actually increasing. As Workforce 2000 trends indicate, between 1986 and the year 2000:

- The number of persons aged 35 to 47 will increase by 38%
- The number of persons aged 48 to 53 will increase by 67%
- The overall population growth is estimated to be no more than 15%

This last career paradigm shift revolves around the changing conceptualization of retirement. No longer can employees necessarily expect to work for a single organization for most of their adult working life. No longer can they assume that they will have a comfortable financial position to engage in leisure, hobbies, travel, and recreation as their "twilight career." It is becoming more common to redefine retirement as a short-term event, rather than, a termination and closure to one's career. Indeed, retirement will never be the same as it once was in the U.S. for most of today's employees.

Unlike previous generations, today's workers are more likely to have multiple retirements along their career life span. Options such as going back to school, contributing to a community or religious cause for a defined period of time, raising a family, volunteering, traveling, retraining for a new occupational area, starting new businesses, or taking "sabbaticals" will become increasingly commonplace in the world of work for both men and women. Retirement counseling will take on a completely different direction for today's employees compared to the traditional content of financial analysis and estate planning, time management, and exercises designed to prepare individuals for the emotional adjustment of day-to-day lifestyle change. Instead, employees will be seeking increasingly greater opportunities to take sabbaticals and to do things that have been traditionally saved until the end of one's career.

In fact, employees who have developed a diverse portfolio of skills will be in the best position to take frequent sabbaticals from work. These employees can more easily create new opportunities in a changing global economic work environment that best meets their own interests, values, and needs. In the future, it is likely that few employees will really ever retire. Instead, they will continue to "stop out" in ways that will utilize their talents and enhance their existing knowledge and skills.

## **9. PROMOTION THAT IS TENURE VERSUS PERFORMANCE BASED**

The old career paradigm seemed to reward tenure, regardless of performance. Today, advancement is not guaranteed solely on longevity in a world wide competitive marketplace. Some companies (e.g., General Electric) have become well known for annually eliminating the bottom 10% of all performers in a forced ranked system. This performance oriented culture rewards those who produce with further development and growth opportunities.

## **10. CHANGE OF JOBS BASED ON FEAR VERSUS GROWTH OPPORTUNITIES**

In today's career market place, it is not uncommon for individuals to leave bad bosses, poorly designed jobs and organizational cultures that are not satisfying. The "traditional careerist: who viewed stability, loyalty and commitment as ingredients for success were more likely to approach a job search with trepidation and only when necessary. Today, almost all employees are quite savvy about job search techniques, resources and skills to ensure marketability.

## CAREER MANAGEMENT REENGINEERING IMPLICATIONS FOR ORGANIZATIONS

These career paradigm shifts have important implications for both employees and organizations. As the nature of jobs, careers, and work changes, so must individuals and organizations change. These career paradigm shifts provide both challenge and opportunity. Clearly, organizations and individuals that are able to embrace and rapidly adjust to these career paradigm shifts will be in position to succeed in an increasingly competitive and changing environment.

- Organizations must continue to strongly support both basic and advanced skills training programs to enable employees to continuously grow and develop in a changing global marketplace.
- Organizations must continue to provide support and resources for employee assistance and career counseling programs. These programs and services will enable today's employees to identify their marketable skills, values, interpersonal style, personality, career path preferences, and interests as well as resolve work and family issues that are typically associated with poor performance, absenteeism, tardiness, job dissatisfaction, and high levels of turnover.
- Organizations must provide more specific and accurate feedback to employees at all levels about their performance from multiple stakeholders within and outside the company. Use of 360° feedback assessment tools should be encouraged to provide employees with both initial and follow-up data for continuous performance improvement.
- Organizations must continue to provide employees opportunities to participate in planning, decision making, and problem solving processes that directly affects their job. Greater use of participative management systems, autonomous work teams, peer rating systems, and gain sharing reward systems will result in a workforce that is as committed to the task as they are to the organization.
- Organizations must begin to develop and support alternative career ladders, lateral movement, and the development of diverse technical and professional skills. Organizational reward systems must extend beyond just supporting upward mobility and the longitudinal career path since not all employees are necessarily seeking to move up in the organization. However, if the compensation and reward systems continue to largely emphasize this longitudinal career path, we will continue to see unhappy independent contributors (specialists) in supervisory roles, or disgruntled senior executives seeking entrepreneurial opportunities when they would truly prefer directing, leading, and influencing others.
- Organizations must continue to strongly support and offer flexible benefits systems and innovative work arrangements that will truly meet the needs of today's workers while increasing tenure and productivity (e.g., on-site child services, elder care, job-sharing, flexible and compressed work schedules, part-time positions, creating retiree consulting assignments, arrangements to work out of the home).
- Issues around the management of an aging workforce should be included in management training programs to prevent discrimination, dispel incorrect stereotypes, and maximize the participation of a very important, and growing, sector of our society. Greater diversity training should be offered at all levels of the organization to increase awareness, dispel stereotypes, and enhance appreciation for individuals of various backgrounds, cultures, and alternative lifestyles.

## CAREER IMPLICATIONS FOR EMPLOYEES

- Employees must continue to be open to new experiences within and outside organizations to enhance their portfolio of knowledge and skills insuring employability security for the future. These experiences might include continuing education, certificate programs, continuous retraining and relearning, and both volunteer and community service.
- Employees should begin serious financial planning for the future that might include: eldercare, childcare services, healthcare, insurance requirements, retirement and investment planning, children's education expenses, needed expenses to support their own leisure/recreational activities and hobbies, estate and inheritance planning, and day-to-day budget planning with emergency contingencies built in.
- Employees should periodically clarify and identify their own personal, family, and work values. This values clarification exercise will assist in the career and life planning process that is an ongoing, rather than, a one-time event (e.g., conducted only during a career transition or retirement).
- Employees should develop broad based self-management, entrepreneurial, sales, business, computer and consulting skills to assist with unexpected career transitions and maximize employability security in a competitive job and career market. Such skills will enhance the marketability of individuals in a competitive marketplace and provide some possible consulting and entrepreneurial options during difficult transitions in one's career.
- Employees should develop multilingual skills and enhance their international awareness to prepare for future opportunities in the emerging global marketplace. These skills might include reading, writing, and speaking foreign languages, as well as, developing a greater understanding of diverse cultures, traditions, and customs.
- Employees should develop as many personal and professional contacts as possible. Networking needs to become an integral part of doing business within and outside of organizations. Joining professional and trade associations is vital to future job search success. Today's job market is fast moving, mobile, and unpredictable. However, networking and having multiple contacts in diverse areas will continue to enhance employment opportunities in the future.

These changing career paradigms will challenge our traditional thinking about the world of work and what today's employees are seeking in the workplace. If organizations are to be competitive, they must base their structure, policies, and systems on the new career paradigms, rather than, the older models of employee development, linear advancement, and career management. Paradigms result in everyone starting from the same beginning. Both employees and organizations must view their future opportunities and challenges in a new light, one that recognizes the eight major career shifts that continue to influence employee satisfaction as well as the corporate "bottom line."

## CAREER PARADIGM SHIFT REFERENCES:

Arnett, E. C. (1989, July 20). Futurists gaze into business's crystal ball. Washington Post, p. F1-F2.

Barsdale, S. & Wiesenfeld, B. (1997). Attitudes in the American Workforce III. The Marlin Company. New Haven, CT: Yale University School of Management.

Bond, JT, Galinsky, E., & Swanberg, JE (1998). The 1997 National Study of the Changing Workforce. New York, NY: Families and Work Institute.

Fulmer, R. & Gilkey, R. (1988). Blending corporate families: Management and organizational development in a post merger environment. Academy of Management Executive, 2, 275-283.

Harkness, Helen (1997). The Career Chase: Taking Creative Control in a Chaotic Age, Palo Alto, CA, Davies-Black.

Simonsen, Peggy (1997). Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent. Palo Alto, CA, Davies-Black.

Simonsen, Peggy (2000). Career Compass: Navigating Your Career Strategically in the New Century. Palo Alto, CA, Davies-Black.

Towers, Perrin, and Hudson Institute. Workforce 2000: Competing in a Seller's market. Valhall, NY.: Towers and Perrin, 1990.

“Things turn out best for people who make the best of the way things turn out.”

Anonymous

## Development

The **Career Development Inventory** scales were rationally derived based on well-established adult career development theories. For each major scale, a review of the literature was first conducted to identify the most current theoretical models being researched and being used in either clinical or career counseling practice.

An item pool was created for each scale (Career Stage, Path Preference, Political Style) by a group of expert career counselors and clinical and Industrial/Organizational psychologists. An initial version of the **Career Profile Inventory** was initially piloted with a group of aerospace engineers and managers (n=73). All ambiguous and confusing items were eliminated resulting in a final version consisting of ten items distributed across the three **Career Profile Inventory** scales as follows:

<b>Career Stage Scale</b>	2 Items (#9 and #10)
<b>Career Path Preference Scale</b>	3 Items (#2, #7, and #8)
<b>Political Style Orientation Scale</b>	5 Items (#1, #3, #4, #5, and #6)

### CAREER PROFILE INVENTORY THEORY

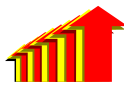
The **Career Profile Inventory** is theoretically based on existing career theories surrounding adult stage development, career anchors/path preferences, and political style (conflict management and impression management).

**CAREER STAGE:** The career stage model assessed in the **Career Profile Inventory** is based on previous literature in the adult stage theories of Super et al. (1950; 1970), Erickson (1985), Levinson (1990), Schein (1993), Dalton & Thompson (1986), and Boyatzis and Kolb (1993). Each of these theoretical models outline a series of intellectual and developmental tasks that individuals experience in his/her life and career. These stages are meant as a way of reliably describing a series of steps that characterize development through one's personal and professional life.

The **Career Profile Inventory** attempts to collapse the major personal and professional life tasks into four discrete stages, each with unique issues and challenges. These stages include 1) Entry; 2) Development; 3) Balance and 4) Exploration/Trapped. These stages provide a kind of internal timetable for every person. However, the stages can be short or long, can repeat themselves if the person moves from one career to another, and may not be necessarily related to age. Within any given occupational field, stage may correlate with age, but the relationship between age and stage for a lawyer, a teacher, an executive or a consultant all differ. Each of these four stages are meant to be descriptive, rather than, evaluative.

The stage characterized by **Balance** may suggest a “winding down” of one’s career or a focus on the emphasis of interests, passions, hobbies and activities outside the world of work. Some individuals who report being in this stage may be exploring a life where work is less central to his/her identity and life (e.g., retirement). Some individuals retire early because the occupational field encourages it (e.g., professional sports) or because they are interested in exploring another occupational field. Employees who endorse this stage as the one they “prefer” may be trying to find adequate balance in his/her life. The **Career Profile Inventory** may be able to diagnose employees who are struggling to find a way to “fit” work into his/her total lifestyle which may include balancing children, leisure activities, hobbies, aging parents, continued professional development, community volunteering, religion or other issues.

CAREER PATH PREFERENCE: The major interests, motives, values, rewards and anchors that employees have are the best predictors of how satisfied they will be within a specific occupational field and career. The **Career Profile Inventory** measures four distinct career path preferences that are based on the theoretical work of Ed Schein (1978; Career Anchors), Michael Driver (1982; Career Concepts), Brooklyn Derr (1986; Career Paths), David McClelland (1976; Power, Affiliation & Achievement Motive) and Dalton and Thompson (1986; Technological Stages). The four career paths assessed by the **Career Profile Inventory** include:



**MANAGERIAL CAREER PATH**



**SPECIALIST CAREER PATH**



**GENERALIST CAREER PATH**



**ENTREPRENEURIAL CAREER PATH**

Each is based on specific interests, motives, rewards, and values that are theoretically related to each path. A comparison of the “current” career path to a future or “preferred” path is a prominent feature of the **Career Profile Inventory**. Differences between “current” and “preferred” on this scale may suggest dissatisfaction or frustration with the current role or position (e.g., managerial) of an employee.

POLITICAL STYLE ORIENTATATION: Political style orientation is conceptualized to include two related constructs, impression management (Leary & Kowalski, 1990) and conflict management (Thomas, 1976; 1977; Kilman, & Thomas 1978). Impression management includes the extent to which employees broker, champion and sell themselves and other team members they work with. Conflict management includes the extent to which employees attempt to influence, persuade and fight for themselves and for other team members they work with.

**Impression Management**

Extent to which an individual sells markets & promotes one’s self and/or his/her team



**Conflict Management**

Extent to which an individual manages differences with others



**IMPRESSION MANAGEMENT**

Promotes Self to a Low Extent

<i><b>INDEPENDENT</b></i>	<i><b>TEAM PLAYER</b></i>
<i><b>PROMOTER</b></i>	<i><b>STRATEGIST</b></i>

Promotes Self to a High Extent

Promotes Others to a Low Extent

Promotes Others to a High Extent

## CONFLICT MANAGEMENT

**Fights for Self  
Interests to a Low  
Extent**

<b><i>INDEPENDENT</i></b>	<b><i>TEAM PLAYER</i></b>
<b><i>PROMOTER</i></b>	<b><i>STRATEGIST</i></b>

**Fights for Self  
Interests to a  
High Extent**

**Fights for Others  
Interests to a Low  
Extent**

**Fights for Others  
Interests to a High  
Extent**

The overlay of these two constructs forms the theoretical base for the Political Style Orientation in the **Career Profile Inventory**. Four unique political style orientations are described based on elements related to both conflict management and impression management:

- **PROMOTER:** High Self Impression Management/Competitive Conflict Style
- **STRATEGIST:** High Self & High Team Impression Management/Collaborative Conflict Style
- **TEAM PLAYER:** High Team Impression Management/Compromising Conflict Style
- **INDEPENDENT PLAYER:** Low Self & Low Team Impression Management/Avoiding Conflict Style

## CAREER PROFILE INVENTORY NORMS

The **Career Profile Inventory** was then administered to 161 employees working in diverse industries and job families in both the public and private sectors. The job families and industries included: law, healthcare, banking/finance, retail, entertainment, human resources, administrative/secretarial, sales/marketing, insurance, accounting, engineering, and high-technology. A description of the pilot sample is described below.

- Composed of 30% male and 70% female
- 71.5% Caucasian, 11.5% Hispanic, 5.5% African American, 5.5% Asian, and 6% Other
- Average age was 35.6 (S.D. =7.23)
- Education (50% possessed a Bachelor’s degree, 19.3% a Masters, and 6% a Doctorate)

## CAREER PROFILE INVENTORY

PILOT NORMS (N=161; Means, Standard Deviation and Reliability Coefficient Alpha)

**TABLE 1**

		<u>CURRENT</u>		<u>FUTURE</u>	
<u>Career Stage</u>	<u>Alpha</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Entry	.71	5.47	1.5	5.11	1.3
Development	.64	5.62	1.8	6.59	1.6
Balance	.68	4.12	1.7	5.08	1.7
Exploration	.80	4.93	2.1	3.30	1.4
<u>Career Path</u>		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Managerial	.65	7.53	2.8	6.52	2.8
Specialist	.64	7.44	2.3	7.65	2.4
Generalist	.67	8.15	1.9	8.26	1.9
Entrepreneurial	.60	6.68	1.9	7.76	2.1
<u>Political Style</u>		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Promoter	.71	7.65	2.4	9.08	3.9
Strategist	.68	12.36	2.8	12.03	2.5
Team Player	.73	12.55	2.9	14.93	2.8
Independent	.68	10.95	3.0	14.29	2.9

Differences on the **CPI** by gender and ethnicity were analyzed by chi-square analyses. No significant differences were found across each of the three **CPI** scales by either gender or ethnicity (all p’s > .05). As a result, it appears that no gender or ethnic bias exists with respect to any of the **CPI** scales (Career Stage, Career Path Preference, and Political Style Orientation).

## INTERRELATIONSHIPS AMONG THE CAREER PROFILE INVENTORY SCALES

**TABLE 2**  
**Career Stage Correlations (N=161)**

The correlations between the **Career Stages** are shown below (\*p < .01). The correlations support the conceptual independence of these stages (i.e., construct validity) from each other. For example, individuals in the Development career stage are least likely to be feeling a sense of struggle with work/life balance issues (Balance Stage) or trapped in their careers (Exploration Stage).

	1	2	3	4
1. Entry	—	.18	-.11	.09
2. Development		—	.02	-.23*
3. Balance			—	.02
4. Exploration				—

**TABLE 3**  
**Career Path Preference Correlations (N=161)**

The correlations between the **Career Path Preferences** are shown below (\*p < .01). Those preferring managerial career paths are least interested in either specialist or entrepreneurial roles and share some similarity with those preferring project or program management (generalists). Those preferring specialists roles will be less satisfied in managerial or generalist roles. Managers performing project/program management assignments would likely find a moderately high level of satisfaction. The significant correlation between the Specialist and Entrepreneurial path ( $r = .19$ ,  $P < .01$ ) supports the hypothesis these individuals share some common interests and values (e.g., preference for autonomy and independence, achievement orientation).

	1	2	3	4
1. Managerial	—	.48*	-.09	.06
2. Generalist		—	.08	.19*
3. Specialist			—	.49*
4. Entrepreneurial				—

**TABLE 4**  
**Political Style Orientation Correlations (N=161)**

The correlations between the **Political Style Orientation** are shown below (\* $p < .01$ ). The Independent Player political style is negatively correlated with the Promoter style ( $r = -.18, p < .01$ ). The Team Player political style is similarly correlated with both the Strategist style ( $r = .32, p < .05$ ) and negatively correlated with the Promoter style ( $r = -.23, p < .01$ ).

	1	2	3	4
1. Independent Player	—	.40*	-.02	-.18*
2. Team Player		—	.32*	-.23*
3. Strategist			—	.47*
4. Promoter				—

**RELATIONSHIP BETWEEN PRESENT AND PREFERRED CAREER STAGES, PATH PREFERENCES AND POLITICAL STYLE ORIENTATIONS**

**TABLE 5**  
**Correlations between Current Career Stage and Preferred Career Stage (N=161)**

<u>Current Stage</u>	<u>Preferred Stage</u>			
	Entry	Development	Balance	Exploration
Entry	.29*	.01	-.15	.06
Development	.01	.36*	-.19	-.14
Balance	-.05	-.43*	.34*	.15
Exploration	-.19	.09	.01	.05

**TABLE 6****Correlations between Current Career Paths and Preferred Career Paths (N=161)**

<u>Current Path</u>	<u>Preferred Path</u>			
	Management	Specialist	Generalist	Entrepreneurial
Management	.31*	-.24*	-.02	-.05
Specialist	-.23*	.34*	-.16	.01
Generalist	-.01	-.10	.33*	-.13
Entrepreneurial	-.12	.10	-.17	.29*

**TABLE 7****Correlations between Current Political Style Orientation and Preferred Political Style (N=161)**

<u>Current Style</u>	<u>Preferred Political Style</u>			
	Promoter	Strategist	Team Player	Independent
Promoter	-.23*	-.11	.33*	.10
Strategist	.01	.21*	-.08	-.07
Team Player	.05	-.16	.09	.11
Independent Player	.25*	.11	-.29*	-.14

**RELATIONSHIP BETWEEN PREFERRED CAREER PATH AND POLITICAL STYLE ORIENTATATION****TABLE 8****Correlations between Preferred Political Style and Career Path Preferences (N=161)**

<u>Preferred Path</u>	<u>Preferred Political Style Orientation</u>			
	Promoter	Strategist	Team Player	Independent
Managerial	.31*	.34*	.02	-.01
Generalist	.26*	.35*	.26*	.16
Specialist	.08	.13	.21*	.42*
Entrepreneurial	.15	.21*	.19*	.30*

In general these correlations support the construct validity of the **Career Profile Inventory**. For example, the significant negative correlation between current and preferred career stage in Table 5 ( $r = -.43$ ,  $p < .01$ ) indicates that individuals identifying their current career stage as one characterized about emphasizing work/family balance (Balance Stage) are least likely to be dealing with enhanced mastery of skills, enhancing critical competencies required for career success or increasing current work load (Development Stage). In Table 6, it appears that individuals who are motivated by specialist type work are least interested in moving into managerial roles and the issues that accompany such positions (e.g., leading, directing and managing others) and vice-versa based on the significant correlations among these scales.

Table 8 summarizes the relationship between preferred career paths and preferred political style orientations. Individuals who are managerially anchored (managerial career path) and prefer directing, leading and influencing others are likely to prefer using competitive “win-lose” political strategies (Promoter;  $r = .31$ ,  $p < .01$ ) as well as those interested in the “generalist” path emphasizing project and program management (Promoter;  $r = .26$ ,  $p < .01$ ). Both specialists and entrepreneurs appear to prefer less political approaches to accomplishing their work and promoting their achievements (Independent;  $r = .42$  and  $r = .30$ , all  $p$ 's  $< .01$ ). The Team Player political style appeared to be correlated with the entire career path preferences except for those managerially anchored and the Strategist was associated significantly with all but those with a specialist orientation.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” Albert Schweitzer

## Administration of the Career Profile Inventory

Administration of the **Career Profile Inventory** is approximately 30-45 minutes. The following general instructions are included in the **Career Profile Inventory** online version:

“The **Career Profile Inventory** presents a variety of questions concerning career behavior in organizations. There is no right or wrong answers. Think about each question with respect to your own career interests, skills, values, expectations, aspirations and goals. These questions will provide you with a profile of your career in three specific areas: 1) Career Stage; 2) Career Path Preference; and 3) Political Style Orientation.

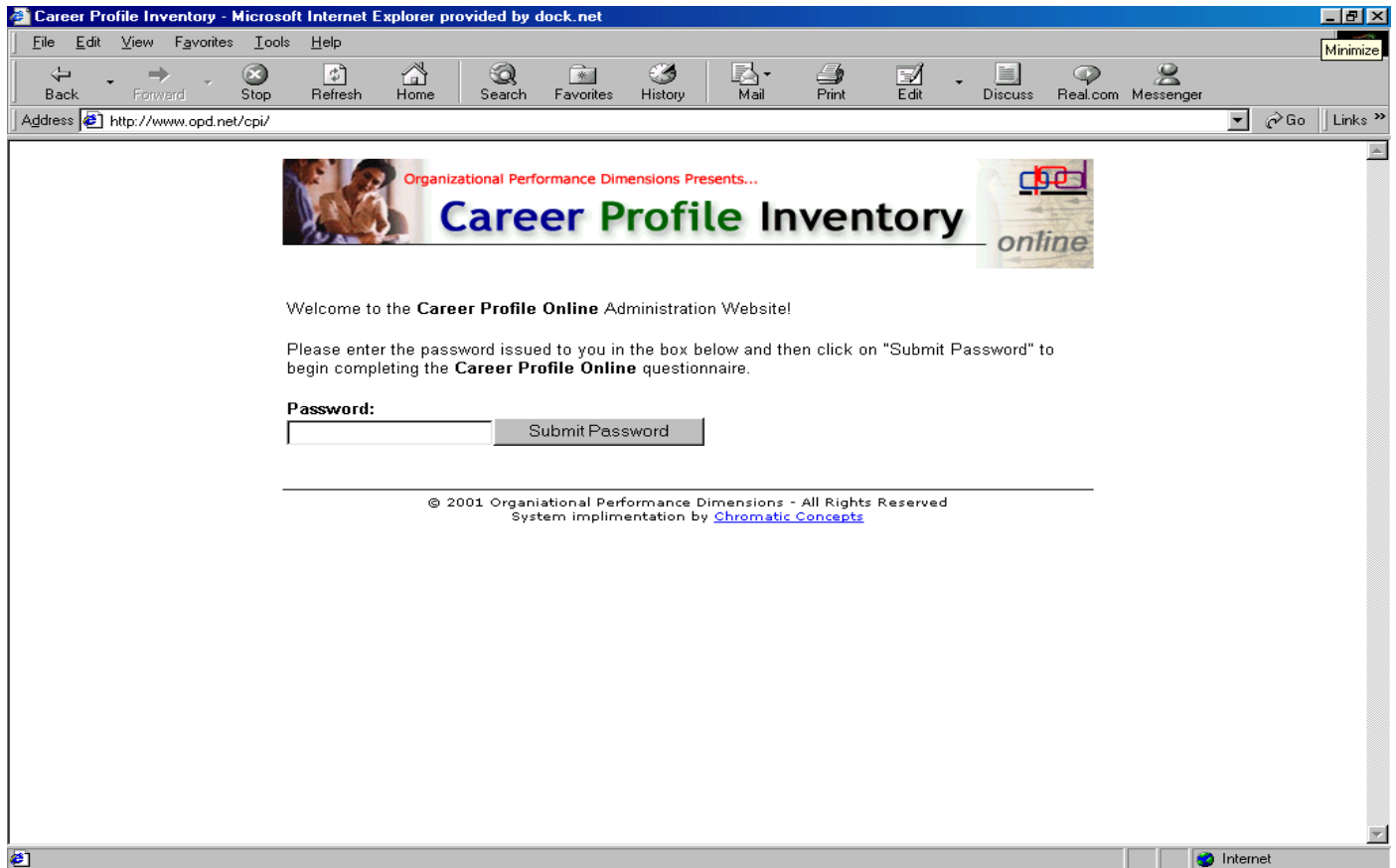
You will be asked to answer a total of ten questions. Some of the questions ask you to compare perceptions of your organization in terms of how things presently are versus how you would like them to be. Other questions ask you to compare how you are presently acting, feeling, or behaving versus how you would like to be ideally or sometime in the future.

**For each question, you are given four choices to respond to. You are to rank each response choice on a 1 to 4 scale where 4 = Most Like Me or Most Like My Organization to 1 = Least Like Me or Least like My Organization. Use each of the rankings (4, 3, 2, 1) only once for each question even if the choices are difficult to make. Do not rank two choices the same (e.g., both choices ranked "2").**

Begin with the column to the left labeled "The Way It Is Now" (i.e., your present interests, values, attitudes, behaviors and current perceptions of your organization). When you are finished, repeat the ranking process with the same choices using the right hand column labeled, "The Way I'd Prefer it to Be" (i.e., how you would prefer things to be ideally or in the future or how you would like an organization to be). Your rankings may or may not be the same in both columns.

Do not spend too much time on any one question. There is no time limit for completing this inventory. Work as rapidly as is comfortable for you. Instructions for scoring and interpreting this inventory will be found after the last question.”

## Career Profile Inventory Online Screen



If you are using the paper and pencil version of the instrument, it is recommended that the following points be emphasized during the administration of the **Career Profile Inventory**:

- The **Career Profile Inventory** requires a great deal of reflection about one's interests, values, and behaviors
- Some of the questions ask about individual interests, behaviors, and motives whereas others ask about organizational perceptions and issues
- The choices in the instrument are not "transparent" (i.e., it is not easy to "game" the instrument)
- Ratings may, or may not, be the same in both columns (Current and Preferred)
- The ratings will be difficult to make. Although they are similar, they differ if only to a small extent making the rating a challenge
- The instrument might be difficult to complete for those respondents who are unemployed or work as external consultants. In this case, respondents should answer the questions based on their previous internal employment experiences
- There is no time limit, so respondents should be encouraged to work as rapidly as they are comfortable

“There are two ways of spreading light: to be the candle, or the mirror that reflects it.”

Edith Wharton

## Scoring and Interpretation

Separate scores are derived for Career Stage, Career Path Preference and Political Style Orientation in the online report for the **Career Profile Inventory**.

For each scale (Career Stage, Career Path Preference and Political Style Orientation) a respondent should be able to identify the highest score under the column “The Way It Is Now” and compare it to the highest score in the “The Way I’d Prefer It To Be” column. It is possible that there will be two or more scales that have identical scores, suggesting a blend of stages, paths or political style orientations that require some interpretation. Common interpretative profiles for career stage, career path preference and political style orientation will be briefly summarized in the next section.

### DIFFERENCES BETWEEN “IS” AND “PREFER” SCORES

For each scale (Career Stage, Path Preference, Political Style), differences in “Is” and “Prefer” columns suggest further exploration. These differences will be categorical, rather than, numerical in the scoring system used by the **Career Profile Inventory**. For example, the current career stage of a respondent may be *Development* but the preferred career stage may be *Balance*. This difference may suggest that the respondent is seeking to emphasize greater work/life balance or that current perceived workload is creating stressors at home.

When there is congruence between the “Is” and “Prefer” columns, this suggests that respondents are generally satisfied with his/her career stage, path, or political style. It is possible that a respondent may have incongruence between “Is” and “Prefer” with only one of the three **Career Profile Inventory** scales. For example, a respondent may report being in a *Balance* stage and in a *Specialist* career path and preferring the same stage and career path in the future. However, they perceive they are in a very political organizational culture (e.g., *Promoter*) but prefer a more collegial and team oriented political environment (e.g., *Team Player*).

Differences between “Is” and “prefer” columns will have special meanings for each respondent taking the **Career Profile Inventory**. These differences may signify either minor or major job and career challenges and issues that require further exploration.

## **CAREER STAGE INTERPRETATIONS**

The **Career Profile Inventory** measures the current and ideal career stages of individuals based on adult development theory that typically identifies five distinct stages. Based on developmental theory, the **Career Profile Inventory** summarizes these into four distinct stages include 1) Entry, 2) Development, 3) Balance/Plateau; and 4) Exploration/Trapped.

### **Stage 1: Preparation for Work (ages 0–25):**

**Develop occupational self-image, assess alternative occupations, develop initial occupational choice, pursue necessary education.**

### **Stage 2: Organizational Entry (ages 18–25):**

**Obtain job offer(s) from desired organization(s), select appropriate job based on complete and accurate information.**

### **Stage 3: Early Career (ages 25–40):**

**Learn job, learn organizational rules and norms, fit into chosen occupation and organization, increase competence, pursue goals.**

### **Stage 4: Midcareer (ages 40–55):**

**Reappraise early career and early adulthood goals, reaffirm or modify goals, make choices appropriate to middle adult years, remain productive.**

### **Stage 5: Late Career (ages 55–retirement):**

**Remain productive in work, maintain self-esteem, prepare for retirement.**

It is possible to describe an individual's work and life cycle as a series of overlapping and sequential stages. These stages are characterized by patterns of development, career interests, activities, values, needs and behaviors that change over time. Some individuals will experience these overlapping stages many times throughout their life and professional career.

Commonly, differences in “Is” versus “Prefer” are most typical between respondents who report being in the *Exploration/Trapped* and *Development* stages. In general, most respondents do not want to remain in these career stages for very long preferring either to begin a new stage in his/her job or career (*Entry*) or enhance his/her knowledge and skills in a particular field (*Development*). Respondents in the *Exploration/Trapped* stage may also experience the strongest range of emotional reactions ranging as a result of exploring future options or feeling “trapped” in his/her current job, role, profession or career.

Finally, respondents in the *Balance/Plateau* stage are interested in working hard and doing good quality work, but not at the expense of outside interests such as family, hobbies, leisure, recreation, community, or other areas of their life. For these individuals, developing a sense of work/family balance is the most critical in their lives. These career stages provide a brief overview of what issues or challenges an individual may be experiencing in his/her life. Each of the four career stages measured by the **Career Profile Inventory** is briefly defined below.

## **DEFINITIONS OF THE CAREER STAGES**



**ENTRY** -- This stage is characterized by the beginning of one's career, initial placement, the early process of "learning the ropes," figuring out what is expected from others in the organization and developing basic knowledge, skills and abilities. It is this period in which the individual forms a picture of their future with the organization and formulates a career development plan. It is also during this stage that the individual works to become recognized and valued by others within the organization.



**DEVELOPMENT** -- This stage is characterized by being accepted into the organization, being promoted and receiving increasingly more challenging assignments and responsibilities. It is in this stage that the individual clearly establishes their career plans, develops professional expertise, establishes personal and professional contacts, becomes visible and recognized by others, demonstrates organizational worth and competence and achieves major work and life goals.



**BALANCE** -- This stage is characterized by self-satisfaction with previous organizational efforts and accomplishments and a re-assessment of career and life goals. Individuals in this stage may begin to limit their acceptance of additional organizational assignments and responsibilities that might be stressful in nature. Individuals also develop a greater balance between work, family, children, recreation, leisure and hobbies at this point in their lives. Explorations and plans for retirement may also occur during this stage.



**EXPLORATION** -- This stage is characterized by feelings of lack of mobility, options and choices regarding job and career advancement (upward, laterally, or downward). This stage may be temporary or long-term and occur at any time in your career. Often during this stage, individuals will demonstrate less initiative on the job, produce no more than what is minimally expected of them and become authoritative and territorial. During this stage, individuals often experience a range of emotions and behaviors including, but not limited to: frustration, anger, cynicism, negativity, defensiveness, helplessness, low self-esteem, detachment, depressed aspirations, insensitivity, irritability, lack of motivation, non-responsibility and low organizational commitment

## CAREER PATH PREFERENCES

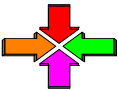
Although organizational climate and economic conditions influence career movement in organizations, it is also strongly shaped by individual interests, preferences, values, motives, skills, and abilities. Each individual may possess a unique set of interests, values, motives and anchors that will influence how one moves in his/her career. **It is important to emphasize that the Career Path Preference scale is most predictive of job satisfaction, rather than, competence, performance or career success.** It is also important to note that the scores for “Is” refer to the *perceived* role the individual currently sees himself/herself in. Although many leaders (e.g., supervisors and managers) should identify their role as **Managerial** based upon the **Career Profile Inventory** definition of paths, some individuals will interpret their current role to be more of a “generalist” or even “entrepreneur” depending upon the culture of the organization.

It is not unusual to see some differences between the current path an employee perceives he/she is on versus the path they prefer ideally. The gap between “Is” and “Prefer” on this scale is very important to note for respondents taking this career instrument. The four basic career path preferences are described below.

### DEFINITIONS OF THE CAREER PATH PREFERENCES



**MANAGERIAL** -- This career path preference is best characterized by those interested in continually moving vertically up the organizational ladder into traditional supervisory and managerial positions with increasing spans of control, responsibility, power, and authority. Typical career anchors and motives of these individuals include power, influence, leadership, control, task accomplishment, status, managerial competence, and directing others. Appropriate organizational rewards for these individuals might include: upward mobility, promotion, special perks, titles, and organizational symbols of success (e.g., profit sharing incentive plans, company car, stock options, financial planning, expense account, club memberships, etc.).



**SPECIALIST** -- This career path preference is best characterized by those interested in remaining in one career field or profession for much of their working life. Along the way, these specialists are able to highly refine their technical knowledge, skills and abilities. These individuals are less interested in moving up as they are in becoming the expert and having autonomy to do things their way. Typical career anchors and motives of these individuals include technical/functional competence, expertise, skill mastery, service to others, independence, affiliation and security. Appropriate organizational rewards for these individuals might include: job enrichment, continuing education, membership in professional associations, recognition, motivational programs, organizational benefits, sabbaticals, tenure and job security.



**ENTREPRENEURIAL** -- This career path preference is best characterized by those interested in rapid job, career, and occupational changes over short periods of time. These individuals enjoy working on diverse projects, tasks, assignments, and business ventures with measurable and visible outcomes. Typical career anchors and motives of these individuals include: entrepreneurship, achievement, autonomy, variety, risk, challenge, change, freedom from organizational constraints, flexibility, creativity and diversity. Appropriate organizational rewards for these individuals might include flexible schedules, short-term projects, independent contracts, consulting assignments, start-up operations, job sharing, and bonuses.



**GENERALIST** -- This career path preference is best characterized by those who gradually change jobs and career over time but utilize the foundation of previously acquired skills, knowledge and abilities. These generalists generally move either laterally or upwards increasing their breadth of knowledge and experience along the way. Individuals who follow this career path tend to prefer new challenges and assignments that will enable them to grow and develop professionally. This career path preference is particularly well suited for project and program management assignments within organizations. Typical career anchors and motives of these individuals include professional growth and personal development, learning, coaching, developing others, and innovation. Appropriate organizational rewards for these individuals might include cross training, job rotation, project management, tuition and educational reimbursement and coaching and mentorship assignments.

## **INTERPRETATION OF THE CAREER PATH PREFERENCE SCALE**

Comparison of the “Is” and “Prefer” scores on the **Career Path Preference** scale provides for a powerful interpretation of potential areas of satisfaction and dissatisfaction. Differences in “Is” and “Prefer” scores might suggest further career exploration or counseling. Some of the most typical interpretations are summarized below.

### **EXAMPLE 1: SATISFIED SPECIALIST**

The “profile” of a satisfied manager is one where the current career path (**Specialist**) matches the preferred career path (**Specialist**). In these cases both the “Is” and “Prefer” scores are highest for the **Specialist** career paths. These results tell you nothing about how effective the individual may be in an independent contributor role in the organization. However, it does suggest that there is congruence between the perceived career path or role one is currently in and the one that he/she prefers.

### **EXAMPLE 2: DISSATISFIED MANAGER**

The “profile” of a satisfied manager is one where the current career path (**Managerial**) does not match the preferred career path (e.g., **Specialist**). In this case preferred career path preference is the antithesis of leading, directing and influencing others. Instead, this individual actually prefers to utilize his/her expertise and special skills, knowledge that characterizes their professional identity. Often these individuals have been promoted into leadership roles based on their individual success and accomplishments. Although such

individuals may perform in leadership roles quite effectively, the results of the **Career Profile Inventory** suggest that he/she may be less satisfied in a supervisory or management role.

### EXAMPLE 3: CONSULTANT PROFILE

The “profile” of an internal or external consultant is one where the current career path (**Specialist and Entrepreneurial**) is the preferred career path preference. These individuals will have tied scores on the “Prefer” scale on the two career path preferences. At first, the **Specialist** and **Entrepreneurial** career paths seem to be contradictory. However, individuals who are motivated by risk, challenge, change autonomy and identify with a specific set of professional skills, knowledge and abilities are most satisfied in consultative roles and assignments. Such individuals typically experience a diversity of tasks and assignments that allow creative use of a technical/professional skills and talents. Such individuals are motivated and anchored strongly by achievement, autonomy and creativity.

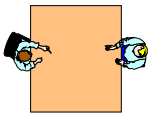
### POLITICAL STYLE ORIENTATION

Individuals view organizational politics and pursue self-interests very differently. Politics in organizations can be conceptualized as a relationship between two behaviors: 1) Impression Management (the tendency of an individual to take credit and market one's accomplishments versus the tendency to share credit and market the accomplishments of other team members) and 2) Conflict Management (the tendency of an individual to pursue one's own way versus the tendency of an individual to allow others to have their way). The following political style orientations are not meant to be exhaustive, rather they serve to describe a conceptual framework to better understand and discuss political behavior within organizations.

### DEFINITIONS OF THE POLITICAL STYLE ORIENTATIONS



**PROMOTER** -- With respect to impression management, this political orientation can be described as taking credit for and marketing one's accomplishments more frequently than giving credit for and marketing the accomplishments of other team members within the organization. With respect to conflict management, these individuals demonstrate a greater tendency to seek one's own way, rather than, allowing others to have their way. Individuals with this political style typically seek a more competitive "win-lose" approach to effectively manage conflict and differences with others. These individuals tend to be tenacious and competitive in pursuit of individual, professional, career and organizational goals and objectives.



**STRATEGIST** -- With respect to impression management, this political orientation can be described as taking credit for and marketing one's accomplishments and giving credit to other team members within the organization both to an equally high extent. With respect to conflict management, these individuals demonstrate an equally strong tendency to want their own way and allow others to have their own way. Individuals with this political style typically seek a collaborative "win-win" approach to effectively manage conflict and differences with others. These individuals strategically plan and orchestrate their career through initiating important organizational, professional and social relationships and developing critical skills, knowledge and abilities that are highly valued by the organization.



**TEAM PLAYER** -- With respect to impression management, this political orientation can be described as taking credit for and marketing the accomplishments of other team members more frequently than a tendency to take credit for and marketing of one's own accomplishments within the organization. With respect to conflict management, these individuals demonstrate a greater tendency to allow others to have their own way, rather than, having their own way. Individuals with this style typically seek to compromise, or even accommodate, to effectively manage conflict and differences with others. This political orientation is common among individuals who are strongly motivated by their dedication and commitment to the overall goals and objectives of their team, group or organization.



**INDEPENDENT PLAYER** -- With respect to impression management, this political orientation can be described as rarely taking credit for and marketing one's accomplishments or those of other team members within the organization. With respect to conflict management, these individuals are not inclined to strongly seek their own way or necessarily allow others to have their own way. Individuals with this style typically seek to avoid interpersonal confrontation, minimize escalation of interpersonal tensions and postpone dealing with threatening situations to effectively manage conflict and differences with others. These individuals typically rely on their demonstrated expertise, competence and proven accomplishments as their political base of power and influence within the organization.

## **INTERPRETATION OF THE POLITICAL STYLE ORIENTATION SCALE**

Comparison of the “Is” and “Prefer” scores on the **Political Style Orientation** scale provides for a powerful interpretation of potential areas of satisfaction and dissatisfaction. Differences in “Is” and “Prefer” scores might suggest further career exploration or counseling.

It is important to keep in mind that scores on the “Is” scale refer to *perceptions* of the political style required to cope within the current organizational climate and culture. In other words, it is the political style required to cope and survive within the current organization structure that an individual perceives himself/herself to be in. However, it is not unusual for a gap to exist between the current political style required to cope and survive and the preferred style one would like to use. Some of the most typical interpretations are summarized below.

### **EXAMPLE 1: CONGRUENT POLITICAL STYLE ORIENTATION**

A congruent political style orientation exists when the current style being used (or perceived to be necessary) matches the “preferred” style one would like to use in an ideal organizational climate. For example, an individual may perceive that the current political style orientation required within his/her department or organization is fairly political (e.g., **Strategist**). This particular political style requires a collaborative approach to resolving conflict with others and willingness to market the accomplishments and efforts of his/her peers as well as himself/herself both to an equal extent. If their “preferred” political style is the same, it is likely that the individual is fairly satisfied and not “strained” using these political behaviors in his/her current role.

## EXAMPLE 2: INCONGRUENT POLITICAL STYLE ORIENTATION

An incongruent political style orientation exists when the current style being used (or perceived to be necessary) does not match the “preferred” style one would like to use in an ideal organizational climate. For example, an individual may perceive that the current political style orientation required within his/her department or organization is very political (e.g., **Promoter**). This particular political style requires a more competitive “win-lose” approach to resolving differences with others and one in which “self-promotion” is required to a high extent. However, if the individual prefers a less political set of behaviors to use on a day-to-day basis (e.g., **Team Player**), they might experience frustration, anger and burnout having to “play” politics more than he/she actually prefers.

## EXAMPLE 3: NON-POLITICAL STYLE ORIENTATION

Individuals who prefer to avoid conflict and rarely promote his/her accomplishments or those of their peers/team members are the least interested in “playing” politics within any organization (**Independent Players**). Individuals who prefer this political style orientation may have difficulty in “marketing” himself/herself to others (e.g., one’s boss) or battling directly with others unless it is absolutely necessary. The political philosophy of the **Independent Player** might be characterized as “allowing the quality of my work and results speak for themselves.” Such individuals appear to be less strained in organizational cultures and climates that are less competitive, aggressive and requiring a high degree of self-promotion in order to be viewed by others as “successful.” **Independent Players** prefer a high degree of autonomy often seen in both **Specialist** and **Entrepreneurial** career paths.

“The trouble with our times is that the future is not what it used to be.” Paul Valery

## Using the Career Profile Inventory

The **Career Profile Inventory (CPI)** is a useful assessment instrument for use in individual career counseling, Executive coaching and outplacement. The **CPI** is also ideal for use within organizational career management workshops and professional development training programs. This chapter briefly suggests some ways to use the **CPI** for various individual and organizational career development programs.

### THE CAREER DEVELOPMENT PROCESS

STEP 1  
INDIVIDUAL ASSESSMENT



**Who am I?** (Competencies, skills, values, career path preference)

STEP 2  
INTERPERSONAL ASSESSMENT



**How do other see me?** (Self-insight, image, political style, personality)

STEP 3  
ORGANIZATIONAL ASSESSMENT



**What are my options within the organization?** (Knowledge of the organization, future trends, options, opportunities)

STEP 4  
ACTION PLANNING

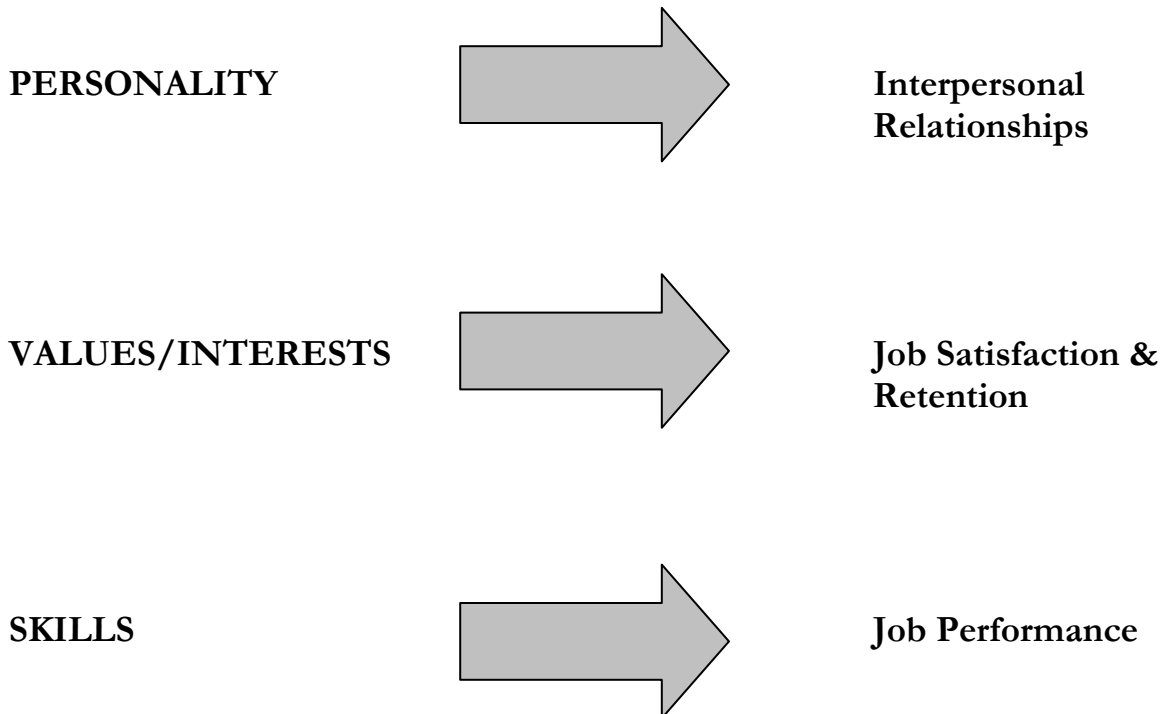


**How do I achieve my goals?** (Motivation, confidence, goal setting, action planning)

## USING THE CAREER PROFILE INVENTORY FOR CAREER COUNSELING

The **Career Profile Inventory** can be a useful assessment instrument to be used in your career counseling process. It is particularly suited for use with working adults as part of either individual or group counseling. It can also be easily incorporated into organizational career development training programs, career resource centers or employee assistance counseling programs. Effective career counseling should involve the assessment of three distinct areas, each with a different emphasis: 1) Personality/Style; 2) Values/Interests; and 3) Skills. Each is uniquely associated with different individual and organizational job/career outcomes as shown below.

Current research suggests that the personality facets of conscientiousness and emotional stability have consistently been found to be a valid predictor of extrinsic job performance across all occupations studied. Emotional stability has also found to be a generalizable predictor when overall job performance is the criterion but its relationship to specific performance criteria and occupations is less consistent than conscientiousness (Barrick et al., 1999). Assessment of personality and style (leadership, interpersonal, or communications) is most typically used in organizational team building or organizational training programs designed to enhance interpersonal relationships.



Whereas personality is considered to be enduring dispositions under considerable genetic influence, interests and values are considered to be more malleable and are acquired in interaction with the environment. Values and interests are more strongly associated with job satisfaction and turnover, rather than, job performance. Measures of values and interests in career counseling will clarify areas of intrinsic outcomes such as fulfillment and satisfaction on the job. In general, values and interests are weakly associated with measures of extrinsic job performance but highly associated with job satisfaction and turnover. Finally, the level of skills and abilities that individuals possess are most strongly associated with objective measures of job performance. Assessment of skills can range from self-assessment, card sorts, assessment centers, or use of

skill-based 360-degree feedback instruments that compare self-perceptions of skills to those of others who have the opportunity to observe and provide feedback to clients.

The **Career Profile Inventory** emphasizes and measures the *values and interest* domain and is most predictive of job satisfaction. However, it is recommended that additional career assessment be considered for most clients to also measure the skills and/or personality/style domains. Career counselors should strongly consider assessment in the three areas described above to provide adequate information to clients seeking career counseling. Some suggestions for including other assessment measures in your career counseling process are summarized in Figure 2 below.

## **USING THE CAREER PROFILE INVENTORY IN MANAGEMENT COACHING**

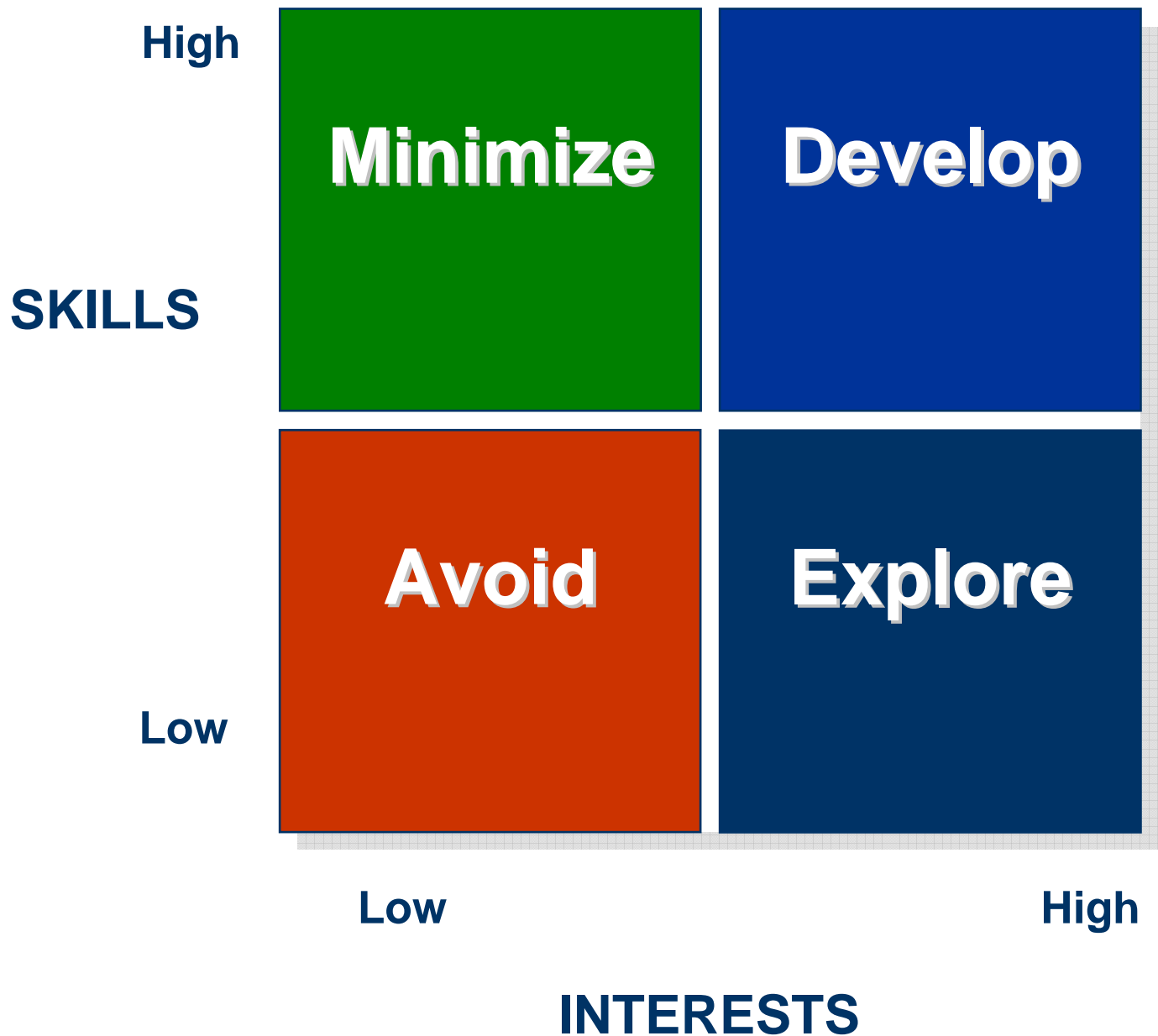
The **Career Profile Inventory** is an ideal career assessment instrument to utilize in executive and management coaching interventions. Although several models of executive and management coaching exist, the “Coach Model” provides a comprehensive framework and foundation for designing an organizational coaching intervention (Nowack, K. and Wimer, S. (1997). *Coaching for human performance. Training and Development*. Volume 51, No.10, 28-32).

The “Coach Model” stands for four basic steps in designing and implementing a successful coaching intervention. These steps include: 1) Contracting; 2) Observe and Assess; 3) Constructively challenge; and 4) Handle Resistance. Effective executive and management coaching begins with the identification of job relevant competencies to be assessed as well as appropriate methods of measuring these competencies. A suggested framework for an executive coaching intervention is summarized in Figure 3 below.

The **Career Profile Inventory** can be particularly useful in executive/management coaching interventions to clarify a client’s career path preference and identify his/her career stage that could be creating a personal, family or professional issue. Similarly, the client’s orientation to “politics” within his/her organization may be contributing to executive or management “derailment” issues. The *Political Style Orientation* scale may provide valuable insights about a client’s current political style orientation and his/her preferred style. Such information can provide useful insight about political issues and challenges that a client faces.

The combination of career interests and skills can also provide another conceptual model (Figure 1) to define how to view career coaching interventions with clients. Clients will invariably have skills and abilities that are intrinsically interesting to them and those that are not. Based on the level of interest and skills, clients should be encouraged to maximize the pursuit of his/her passions and focus on those skills and abilities that will bring the greatest level of work and life satisfaction.

Figure 1  
Career Coaching based on Interests and Skills



**USING THE CAREER PROFILE INVENTORY FOR RESEARCH**

Consulting Tools Inc. and the author encourage research with the **Career Profile Inventory**. For additional information, please contact ConsultingTools directly.

**Figure 2**  
**Recommended Career Assessment Resources**

<b>PERSONALITY</b>	<b>VALUES/INTERESTS</b>	<b>SKILLS</b>
Facet5 Envisia Learning 310-452-5130 www.envisialearning.com	Strong Interest Inventory Consulting Psychologist Press 800-624-1765 <a href="http://www.cpp-dbb.com">www.cpp-dbb.com</a>	Emotional Intelligence View/360 Envisia Learning 310-452-5130 www.envisialearning.com
Myers-Briggs Type Indicator Consulting Psychologist Press 800-624-1765 <a href="http://www.cpp-dbb.com">www.cpp-dbb.com</a>	Self-Directed Search Psychological Assessment Resources, Inc. 800-331-8378 <a href="http://www.parinc.com">www.parinc.com</a>	Executive View/360 Envisia Learning 310-452-5130 www.envisialearning.com
California Personality Inventory Consulting Psychologist Press 800-624-1765 <a href="http://www.cpp-dbb.com">www.cpp-dbb.com</a>	Vocational Preference Inventory Psychological Assessment Resources, Inc. 800-331-8378 <a href="http://www.parinc.com">www.parinc.com</a>	Manager View/360 Envisia Learning 310-452-5130 www.envisialearning.com
FIRO-B Consulting Psychologist Press 800-624-1765 <a href="http://www.cpp-dbb.com">www.cpp-dbb.com</a>	SkillsOne Webiste Consulting Psychologist Press 800-624-1765 www.skillsone.com	Performance View/360 Envisia Learning 310-452-5130 www.envisialearning.com
NEO Personality Inventor Psychological Assessment Resources, Inc. 800-331-8378 <a href="http://www.parinc.com">www.parinc.com</a>		Inbasket Simulation Envisia Learning 310-452-5130 www.envisialearning.com
Hogan Personality Inventory Hogan Assessment Systems 800-756-0632 www.hoganassessments.com		
Sixteen Personality Factor Questionnaire (16PF) The Psychological Corporation 800-211-8378 www.hbtpc.com		

Figure 3

Summary of Typical Executive  
Competencies Used for Coaching

	PERSONALITY INVENTORY	IN-BASKET SIMULATION	BEHAVIORAL EXERCISES	360 DEGREE FEEDBACK
<b><u>Communication Skills</u></b>				
Oral Communication	x		x	x
High Impact Presentation			x	x
Listening			x	x
<b><u>Task Management Skills</u></b>				
Planning/Organizing	x	x		x
Delegation		x		x
Administrative Control		x		x
Performance Management			x	x
<b><u>Interpersonal Skills</u></b>				
Leadership/Influence	x	x	x	x
Diversity/Sensitivity	x	x	x	x
Team Skills	x		x	x
Negotiation/Conflict Management	x		x	x
<b><u>Problem Analysis Skills</u></b>				
Strategic Problem Analysis	x	x	x	x
Decisiveness	x	x	x	x
Judgment	x	x	x	x
<b><u>Self-Management Skills</u></b>				
Career Orientation	x			
Stress Tolerance	x			
Initiative	x	x	x	x
Self-Insight	x			

# CAREER PROFILE INVENTORY

## REFERENCES

### Career Stage

- Berlew, D. & Hall, D. (1966). The socialization of managers. Administrative Science Quarterly, 2, 207-223
- Dalton, G. & Thompson, P. (1977). The four stages of professional careers. Organizational Dynamics, 19-42
- Derr, C.B. (1986). Managing the new careerist. San Francisco, Jossey-Bass.
- Erickson, E. (1959). Identity and the life cycle. Psychological Issues, New York: International Universities.
- Hall, D. (1975). Pressures from work, self, and home in the life stages of married women. Journal of Vocational Behavior, 6, 121-132.
- Hall, D. (1976). Careers in organizations. Santa Monica, CA: Goodyear Publishing.
- Levinson, D. et al. (1974). The psychological development of men in early adulthood and the mid-life transition. In D.F. Hicks, A. Thomas, & M. Roff (eds.), Life history research in psychopathology. Vol. 3, Minneapolis, Minnesota: University of Minnesota Press.
- Schein, E. (1971). The individual, the organization, and the career: A conceptual scheme. Journal of Applied Behavioral Science, 7, 401-426.
- Super, D. & Bohn, M. (1970). Occupational psychology. Belmont, CA: Wadsworth Publishing.
- Super, D. et al. (1957). Vocational development: A framework for research. New York: Teachers College Press, pp. 40-41.

### Career Path Preference

- Barrick, MR, Mount, MK, and Judge, TA (1999). The FFM personality dimensions and job performance: A meta-analysis of meta-analyses. Paper presented at the 14<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.
- Dalton, G., Thompson, P., & Price, R. (1977). Career stages: A model of professional careers in organizations. Organizational Dynamics, Summer, 19-42.
- Dalton, G. & Thompson, P. (1986). Novations: Strategies for Career Management. Glenview, Ill: Foresman & Co.
- Driver, M. (1982). Career concepts: A new approach to career research. In R. Katz (ed.), Career Issues in Human Resources. Englewood Cliffs, NJ: Prentice Hall.
- McClelland, D. (1976). Power is the greater motivator. Harvard Business Review, 54, 100-110.

Schein, E. (1978). Career Dynamics: Matching Individual and Organizational Needs. Menlo Park, Ca: Addison-Wesley.

Von Glinow, M., Driver, M., Brousseau, K., & Prince, J. (1983). The design of a career oriented human resource system. Academy of Management Journal, 8, 23-32.

### **Political Style**

K. Thomas (1976). Conflict and conflict management. In M. D. Donnette (ed.) Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally, pp. 889-935.

K. Thomas. (1977). Toward multidimensional values in teaching: Examples of conflict behaviors. Academy of Management Journal, 2, 480-489.

Kilman, T. & Thomas, K. (1978). Four perspectives of conflict management: An attributional framework for organization description and normative theory. Academy of Management Journal, 4, 59-68.

Leary, M. & Kowalski, R. (1990). Impression management: A literature review and two-component model. Psychological Bulletin, 107, 34-47.